

## Certification Requirements

<b>Bridges to Practice (B2P) Facilitator Rubric - Depth and Breadth of Knowledge Base</b>			
<b>Knowledge</b>	<b>B2P Novice Trainer</b>	<b>B2P Intermediate Trainer</b>	<b>B2P Advanced Trainer</b>
<b>B2P Roots: History of Development and Research Traditions</b>	<ol style="list-style-type: none"> <li>1. Identifies the key phases</li> <li>2. Describes in simple terms how B2P's history supports customer-driven, standards-based system reform</li> </ol>	<ol style="list-style-type: none"> <li>1. Describes the results that B2P aims to achieve for learners, programs, and the adult learning system.</li> <li>2. Describes the need for system reform.</li> <li>3. Describes the theoretical foundations of B2P and its implications for changes in teaching/learning, and program improvement.</li> <li>4. Describes current B2P work, how it builds on earlier work, and how it is consistent with current research on adult learning disability theory and connected to system reform.</li> </ol>	<ol style="list-style-type: none"> <li>1. Can organize knowledge about B2P in a variety of ways, adapting to audience and context in order to:               <ol style="list-style-type: none"> <li>a. explain how system reform works at different levels, and how levels need to be aligned (includes discussion of teaching and learning, assessment and reporting, program improvement, and accountability for results);</li> <li>b. connect educational theory and research with B2P's core messages, components, and development;</li> <li>c. identify related systems (education, training, human resources, etc.) and can explain the connections to B2P;</li> <li>d. explain current B2P work, how it builds on theoretical foundations, research, and connects to system reform.</li> </ol> </li> </ol>

<b>Framework of B2P</b>	<p>3. Identifies and defines the key components of B2P:</p> <ul style="list-style-type: none"> <li>• LD Awareness Disability</li> <li>• Law Screening/Diagnosis</li> <li>• Planning Instruction</li> <li>• Choosing curriculum</li> <li>• Teaching Methods LD</li> <li>• Specific Models</li> </ul> <p>4. Describes ways has used/could use each of the B2P components</p>	<p>5. Can organize knowledge about B2P in different ways to suit audience needs and address the following:</p> <p>a. how all parts of the content, the report cards, the program standards, support each other.</p> <p>b. how accommodations and assistive technology are related to instruction in the adult classroom and support instruction.</p> <p>c. how to use the content of B2P for program improvement within a particular type of program.</p>	<p>2. Describes use of contents, standards, and relates to program assessment;</p> <p>3. Describes use of B2P materials to facilitate system reform at the classroom, state, and federal levels.</p> <p>4. Explains how B2P training builds the results described in the B2P Standards.</p> <p>5. Explains how the B2P methodology supports an approach to skill development that is research-based, and appropriate for all adult learning and training experiences (novice to expert and classroom to workplace).</p>
<b>Applications</b>	<p>5. Connects personal experiences to the framework.</p>	<p>6. illustrates use of B2P with a variety of personal and field examples that are chosen to address audiences needs and interests.</p> <p>7. Offers examples of specific program use of B2P for planning, instruction or agency placement and assessment.</p>	<p>6. Uses a variety of illustrations and analogies from different agency perspectives to explain B2P implementation in the classroom, program, human service agency, and at all levels, including local, state, and federal.</p>

<b>Facilitation</b>	<p>6. Describes own approach to working with groups (teaching, facilitating), explains why uses that approach (as opposed to other approaches), and what results they have seen.</p>	<p>8. Demonstrates purposeful, contextual, constructivist approach to working with groups that enables participants to leave feeling confident that they can train others appropriately by using similar approaches and training materials.</p> <p>9. Can describe the full range of facilitation skills related to LD communication for all areas of B2P LD characteristics.</p>	<p>7. Explains purposeful, contextual, constructivist approach to working with groups, including individuals with a range of learning styles, learning difficulties, and learning disabilities, models these approaches in the training and makes clear what other trainers should do by providing clear, constructive feedback.</p> <p>8. Can use the full range of facilitation skills related to LD communication for all areas of B2P LD characteristics.</p>
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<b>Fluency</b>	<p>7. Reviews and rehearses scripts for workshops in order to build knowledge</p> <p>8. Demonstrates basic communication skills when working with groups, including</p> <ul style="list-style-type: none"> <li>• Reading audience's body language</li> <li>• Listening</li> <li>• Modulating voice appropriately for volume, speed, and expression.</li> </ul>	<p>10. Ease in planning and presenting workshops varies from situation to situation.</p> <p>11. Few factual/informational errors in presenting B2P.</p> <p>12. Can answer questions within range of comfort and refer questions outside comfort range to others.</p> <p>13. Can present scripted information on history, theory, and current work in the LD field.</p> <p>14. Demonstrates ability to use questions effectively to engage audience.</p> <p>15. Able to facilitate dialogue as well as formal presentations.</p>	<p>9. Considerable ease/automaticity in drawing on B2P information for planning and presenting.</p> <p>10. Effectively addresses questions/issues that arise outside own area(s) of preparation.</p> <p>11. Easily relates audience experiences, issues, and questions to B2P framework, core messages, etc.</p> <p>12. Effortlessly creates an environment in which participants feel comfortable enough to share and ask questions. Able to identify and overcome logistical barriers with ease.</p> <p>13. Addresses with ease unexpected audience gaps in knowledge, expression of discomfort or conflicts between group members.</p> <p>17. Demonstrates facility in planning and facilitating activities which require problem-solving and discovery.</p>
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<p><b>Independence</b></p>	<p>9. Serves as participant/observer on training team, paying attention to how intermediate and advanced trainers work with scripts to adapt workshops to needs of audiences.</p> <p>10. Follows script exactly to make sure presentation covers all key points.</p> <p>Uses overheads and notes extensively to make sure to include all components.</p>	<p>16. Practices constructivist, contextual approach to training that engages participants in activities that build comfort in using the framework and standards for integration into regular classroom or job placement situations.</p> <p>17. Understands own strengths and weaknesses as a trainer and uses this knowledge in working with a training team.</p> <p>18. Presents less familiar and more complex material with support from team.</p> <p>19. Needs some help from others to address questions and adapt knowledge for presentation to different audiences.</p>	<p>15. Leads the planning process and manages the materials and personnel involved.</p> <p>16. Clearly explains to participants how training approach/activities model a constructivist, contextual approach to teaching adults with learning disabilities, and draws the links clearly between examples and theory so participants understand how and why something works.</p> <p>17. Actively monitors participant engagement and learning and is able to revise session plan in response to audience needs and/or circumstances.</p>
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<b>Range</b>	12. Assists in scripted workshops only, with supportive and familiar audiences.	<p>20. Can lead scripted workshops for a variety of audiences.</p> <p>21. Can serve as active participant on training/TA team for a wide range of audiences, taking a number of different roles as appropriate to team and audience.</p> <p>22. Can work effectively with familiar and unfamiliar audiences, in structured and semi-structured situations, is not comfortable taking the lead in unstructured or high stakes situations.</p>	<p>18. Leads planning and facilitation of B2P training activities for diverse audiences.</p> <p>19. Can present to high stakes policy groups, making clear the policy supports that need to be in place for system reform.</p> <p>20 Develops and leads well-paced technical assistance efforts that are well integrated with "host" systems, and link teaching and assessment and program effectiveness with system reform.</p>
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